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LATIN LEAFLET

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NOTE

At the meeting of the Texas Classical Association in November, 1923, it was voted that THE LATIN LEAFLET should be prepared from time to time by the classical teachers of different Texas cities. The present number has been prepared by the teachers of Houston.

LATIN TOURNAMENTS

When? Friday, April 3, 1925.
Where? Fort Worth, Waco, Houston, San Antonio.
Contestants? Whosoever will.

SPRING CLASSICAL MEETINGS

When? Saturday, April 4, 1925.
Where? At each tournament center.

1. Everybody loves a contest. It is human nature to want to get ahead of somebody else, to do something better than somebody else, to secure recognition for doing something well. The employment of this instinct in the service of education is as old as education itself, but to employ it on

a large scale, to set group against group, is comparatively new. In athletics and in public speaking the competitive spirit has secured astonishing results. There seems no reason why as good results should not come in solid subjects, like Latin, if a similar skill is shown in the conduct of the competitions. Last year's beginning at Dallas under the lead of Miss Lourania Miller is certainly a most favorable omen.—(W. J. Battle, University of Texas).

2. "The Latin Tournament furnishes a zest and vigorous flavor and motive for Latin students that will bring freshness and enthusiasm to the routine classwork as well as to the special occasions before the public. To win the applause of one's fellows, and so to achieve the honor of representing them, is one of the greatest thrills that comes either to youth or age, and in our day the Latin classes have been all too lacking in thrills of the more human kind. May the Latin tournaments flourish greatly."—(Dr. J. F. Kimball, Dallas).

3. "Few movements in the classical world have been more indicative of progress than is the movement to

make the Latin Tournament a permanent education event in Texas. To me the attitude a Latin teacher takes toward the tournament idea is more or less a measure of her desire and ability to keep her work above the average. Every teacher I have visited has been advised to enlist in this campaign for better Latin in Texas, and every teacher I shall visit will be urged to do so."—(Margaret Cotham, State Department of Education).

4. The following list of schools already registered for the April meet, shows interest from every section of the State:

Alvin
Amarillo
Angleton
Aransas Pass
Anna
Arlington
Austin—Central
Bay City
Beaumont—Central
 North Side Junior
Baird
Bowie
Brady
Brackenridge
Brownwood
Cameron
Cisco
Cleburne
Coleman
Columbus
Commerce
Corsicana
Corpus Christi
Crawford
Crowell
Dallas—Bryan
 North Dallas
 Oak Cliff
 Forest
 Hockaday School for Girls
 Highland Park
Decatur—Decatur High
 Decatur Baptist Academy
Denton—Denton High
 North Texas State Teachers College Training School
Dickinson
Eastland
El Campo
Fort Worth—Central
 Junior
 Polytechnic
 North Side
Floresville
Franklin
Gainesville

Galveston
Gonzales
Graham
Granger
Harrisburg
Henderson
Hico
Houston—Central Senior
 Heights Senior
 South End Junior
 North Side Junior
 Heights Junior
 West End Junior
 Sykes Junior
Humble
Livingston
Lufkin
McGregor
Madisonville
Marshall
Mineral Wells
Orange
Palmer
Paris
Port Arthur
Port Bolivar
Port Neches
Palestine
Red Oak
Rockwall
San Angelo
San Antonio—Main Avenue
 Brackenridge
 Mark Twain Junior
 Edgar Allan Poe Junior
 Nathaniel Hawthorne Junior
 Thomas Nelson Page Junior
 Alamo Heights
 Our Lady of the Lake College
 St. Mary's Hall
 Incarnate Word College
 St. Mary's Parochial School
 San Antonio Academy
 Bon Avon School for Girls
San Marcos
Sealy
Sherman
Silsbee
Sour Lake
Temple
Terrell
Texarkana
Texas City
Tyler
Waco—Central
 West End Junior
Waxahachie
West
Wharton
Wills Point
Yoakum

THE PUBLIC LIBRARY AND THE LATIN DEPARTMENT

Before proceeding to the subject of the Public Library and the Latin Department, I should like to say that a well-equipped high school library with a vigorous, trained librarian can serve every department of the high school with an efficiency to which the public library with its manifold demands from all ages and classes cannot even aspire. The high school library can concentrate its efforts on the student body. The librarian can have at her fingers' ends the work of each course and can have the constant necessary contacts with the teachers themselves.

The public library, however, can enrich and make more interesting the study of the classics, both for teachers and for students. In its collection there will be the best editions and translations available of the great classical writers. The splendid Loeb library, now being issued, gives to students of the classics the text of this great literature, together with a fine translation. The library also contains classical dictionaries, books of antiquities, books descriptive of ancient Rome and Greece, classical geographies—material that enables the teacher to present her subject more vividly. The library, thus providing many books for cultural reading, makes it possible for the teacher greatly to broaden her work.

The library is usually prepared to purchase books on request, and thus enable the teacher to keep in touch with the new developments of her field. It will, of course, subscribe to the *Classical Journal*, the *Classical Weekly*, and other periodicals that bear on the teaching of Latin and provide the benefit of fresh ideas in this way as well.

Most of the larger libraries contain collections of mounted pictures. Fine pictures giving views of ancient Rome and Greece may often be borrowed for illustration. The representatives of foreign railroads in this country give away the very beautiful posters advertising their roads. Many of these illustrate famous places associated with ancient life. Libraries usually have a supply of these, which they can freely loan to the teacher.

Teachers who require their pupils to learn to use the library are pro-

viding them with a resource that will be useful to them throughout their lives, for a large part of education is reading, and the boy or girl who continues his contact with the public library and all it offers for self-culture need never stop learning. The student who, on leaving school, has acquired an understanding of the arrangement of the modern library, the use of the card catalogue, and the various indexes, will feel much more at ease in his use of the library and be more likely to continue it. Acquaintance with these tools is, in itself, a part of education.

The head of the Latin department frequently finds in the crowded and utilitarian curriculum of today that he must keep alive the interest in his subject by constantly bringing before parents and pupils the value of Latin as a subject for high school study. The knowledge that he can send parents to the public library to find on its shelves references and books that will substantiate his arguments, is frequently most valuable.

Where there is no large public library the duty devolves on the Latin teachers or the high school librarian, if there is one, to form the nucleus of a little classical library and to provide periodicals like the *Classical Journal*.

The University of Texas Extension Department will, on request, send books for special reference work.

JULIA IDESON.

IS LATIN USEFUL IN LEARNING SPANISH?

Everyone knows that Spanish is derived from Latin. Perhaps it might be better to call it the form of Latin now spoken in Spain. As our relations with Mexico and the other Latin-American countries become closer it will be more advantageous to know Spanish. Would it help in learning Spanish to know something about the language from it came? Perhaps some light may be thrown notes from a demonstration lesson given before a joint meeting of the Classical, Modern Language, and English Sections of the Texas State Teachers' Association in San Antonio, November 28, 1924. by Nina Weisinger, Adjunct Professor of Romance Languages in the University of Texas.

Some words identical in Latin and Spanish:

patria	fama	uva	musica
gallina	sol	dolor	corona
fortuna	luna	barba	contra
hora	causa	amor	fabula
poema	bestia	ala	fuga

Words that show x changed to z:

lux—luz	audax—audaz
crux—cruz	capax—capaz
pax—paz	vivax—vivaz
vox—voz	sagax—sagaz
felix—feliz	tenax—tenaz

Words that show o changed to ue:

bonum—bueno	nostra—nuestra
corpus—cuerpo	pontem—puente
porta—puerta	mortum—muerto
hortum—huerto	porcum—puerco
corvum—cuervo	ovum—huevo
cornu—cuerno	

Words that show e changed to ie:

terram—tierra	certum—cierto
ventum—viento	semper—siempre
centum—ciento	bene—bien
tempus—tiempo	tenet—tiene
mortem—muerte	venit—viene

Verbs that show the loss of final e:

amare—amar	culpare—culpar
fugare—fugar	arare—arar
tenere—tener	vendere—vender
ire—ir	sonare—sonar
ponere—poner	debere—deber
venire—venir	dare—dar

Words that show t changed to d:

senatum—senado	totum—todo
amatum—amado	datum—dado
vitam—vida	scutum—escudo
patrem—padre	rete—red
matrem—madre	

Words that show ct shanged to ch:

noctem—noche	pectus—pecho
tectum—techo	octo—ocho

Words of plain etymology:

nubem—nube	difficilem—difícil
vallem—valle	tristem—triste
mare—mar	grandem—grande
navem—nave	dulcem—dulce
avem—ave	montem—monte
manum—mano	virtutem—virtud
altum—alto	tantum—tanto
solum—solo	verbum—verbo
brevem—breve	bellum—bello
facilem—fácil	illustrem—ilustre

Words whose etymology is not quite so plain:

mulier—mujer	oculum—ojo
melior—mejor	cum—con
filium—hijo	cujus—cuyo
filia—hija	jam—ya

jugum—yugo amicum—amigo
hominem—hombre ad ripam—arribar

Words that prefix e before s and a consonant:

scribo—escribo	scala—escala
stare—estar	scena—escena
spero—espero	spuma—espuma
scutum—escudo	streptus—estrépito
schola—escuela	statua—estatua
sculptor—escultor	spiritus—espíritu
sculptura—escultura	

The verb to be in Spanish and Latin:

sum—soy	fui—fui
es—eres	fuistis—fuisteis
est—es	fuerunt—fueron
sumus—somos	
estis—sois	sim—sea
sunt—son	sis—seas
	sit—sea
eram—era	simus—seais
eras—eras	sitis—seais
erat—era	sint—sean
eramus—éramos	
eratis—erais	fuissem—fuese
erant—eran	fuiisset—fuesen
fui—fui	fuissemus—fuesemos
fuisti—fuiste	fuiissetis—fueseis
fuit—fué	fuiissent—fuesen

Reading exercise:

1. En nuestro huerto tenemos árboles y frutas.
2. La luna nueva tiene dos cuernos.
3. Las aves viven en árboles y ponen sus huevos en nidos.
4. El sol da luz y calor a la tierra.
5. Feliz es el héroe audaz cuya fama es grande.
6. Los leones fugan a los valles y los montes.
7. Las nubes vuelan por el cielo.
8. La voz del pueblo no es siempre la voz de Dios.
9. El hombre fuerte pugna con las bestias feroces.
10. Nuestra vida dura breves años en esta triste tierra.
11. Las partes del cuerpo humano son labios, dientes, manos, pies, piernas, boca, ojos, corazón, nariz, estómago, huevos, pulmones, lengua, etc.
12. La muerte viene a todos.
13. Roma está en Italia.
14. ¿Cuándo estaba el emperador en Roma?
15. La puerta está abierta. La puerta es grande.

NOTE.—In general the Latin student who begins Spanish may expect to find:

1. Spanish nouns retaining the final *a* of the Latin first declension.

2. Spanish nouns ending in *o*, derived from Latin second declension nouns in *us* or *um*.

3. Many Spanish nouns ending in *e* derived from the Latin third declension.

4. Spanish infinitives ending in *âr* from Latin *äre*; *er* from *äre* and *ere*; *ir* from Latin *ere* and *ire*.

HOW TO USE LATIN IN TEACHING ENGLISH*

On being asked to speak here, I hesitated for a long time because I felt that I should be something of an impostor, since I could say nothing new on the subject nor present the age-old facts about Latin as a cultural study half so fluently or accurately as these teachers of Latin could. But sometimes people will listen to testimony from a layman when they will pay little attention to the statements of a member of their profession who tells them the same things.

I agree with J. V. Denny in his *Value of Classics to the Study of English* that "the case of the classics does not rest upon their value to the student of English." While this value is not the chief reason for studying Latin, it is one reason, since more than two-thirds of the words in our language come directly or indirectly from Latin or Greek.

Moreover, there can be no liberal education for the man who "lacks the avenue of approach to the best that has been known and thought in the world, and who lacks the means of accurate self-interpretation." (Agnes Repplier). This fact is so widely accepted that vocabulary building has become a part of the curricula in many high schools. "The study of Latin not only enables the English student to learn and remember the meanings of a very large number of English words, but also enables him to discover shades of meaning which must always remain hidden from those students who are ignorant of Latin" (W. A. Ellis of *The Chicago Daily News*).

*A paper read by Edna Rowe, teacher of English in the Forest Avenue High School, Dallas, at a joint meeting of the Classical, Modern Language, and English Sections of the Texas State Teachers' Association in San Antonio, November 28, 1924.

A student of Latin readily perceives the figurative qualities in the following words descriptive of brief utterances: "A *concise* statement is *cut down* until a great deal is said in a few words; a *terse* statement is *rubbed off*, rid of unessentials; a *succinct* statement has its important thoughts *bound* into small compass; a *compendious* statement *weighs together* the various thoughts of a subject; a *compact* statement has its units of thought *fastened together*" (*Century Vocabulary Builder*). It is the student of Latin who quickly discerns that this shade of difference between words may become a matter of telling the truth or not.

H. R. Wilson, professor of English in Ohio University, declares in the *Classical Journal* that the student of Latin forms the habit of looking at words as the "units in the elements of expression." The truth of this statement is demonstrated in *Of King's Treasures*, when Ruskin explains the use of 'blind mouths' in Milton's *Lycidas*.

We find on examination that "to be *intent* on a thing means to be stretched toward it, to *discuss* a subject is to make or knock it apart." "Trivial, from trivium, a place where three roads meet, belonging to the cross-roads, as gossip means unimportant." *Contagious*, from tangere, to touch — con, together, refers to a disease communicable by contact, cf. *infectious*.

"What would our poet Bryant have done?" asks Mr. Denney, "with his beautiful *Fringed Gentian* if he had but one word, 'blue,' to describe that color?" What can a high school student do who knows but one word for "blue"? We can also see Bryant's dire need of a three-or-four-syllable word in the following lines:

"Then doth thy mild and quiet eye
Look through its fringes to the sky—
Blue, blue as if that sky let fall
A flower from its cerulean wall."

Even a dull pupil has a warm glow of pleasure and an added self respect when he is able to point out the meaning of difficult English words without consulting the dictionary or the synonym book. He remembers them, too.

In the *Century Vocabulary Builder*, used in our senior English classes, words are taught as members of

verbal families. For example, the family *scrib* is composed of prescribe, ascribe, proscribe, transcribe, circumscribe, subscribe, indescribable, scribble, script, scripture, postscript, conscript, rescript, manuscript, nondescript, superscription, description. It is clear that the strain common to all is *scrib*, which means *write*. Some of these words stray from the ancestral calling, as *ascribe*. "On probing we find that it is an offspring of *ad* (to) and *scribo* (write), both Latin terms. It originally meant writing to a person's name some quality of which he was regarded as the embodiment, source, or cause." Now we attribute these qualities to him through oral rather than written speech. Just as interesting to our vocabulary builders are the *manu* family; the *fac* family, with seventy-four members; the *sta, sti* family, with sixty-seven members, and the *mit, mis* family. With his ready supply of Latin prefixes the pupil can see his vocabulary grow under his own hand.

Whatever else a teacher of senior English may attempt to do, she must give her days and nights to teaching spelling. Learning to spell is easy when the formation of the word is understood. Here, again, Latin is the handmaid in teaching many of the most troublesome English words. For instance, "*illegal* (in *legalis*) must have two *l*'s; manufacture (*manus*) is spelled with a *u* not an *i*; corporation (from *corpus, corporis*) is not spelled corperation"; describe (*de, concerning*) must have an *e* not an *i*; separate (*se, apart, and paro*) must have two *a*'s. Moreover, there are many words and phrases in current English adopted *verbatim* from Latin, as *ad valorem, pro tem*. The student of Latin will more readily learn to spell words with the adjective suffixes *able* and *ible*. Or is a variation of *er* and is used in words of Latin and Greek derivation; *executor, inspector, spectator, benefactor, aviation, contractor*. Again the student of Latin profits when he must spell the plurals of many Latin words that have retained their foreign plural form: *dicta, synopses, alumnae*. An explanation of the Latin derivation of a word will help a pupil in correctly dividing it into syllables. I find that students of Latin are trained to scrutinize a word and are not so careless in spelling.

Examining the derivation of a word is often the surest way of correcting mispronunciation. Many pupils have trouble with *president*, which they insist on pronouncing *président*. Our knowledge of Latin is called in to determine if the root of the word is *dent*, meaning *tooth*. We discover that the word is derived from *prae*, before, and *sideo*, sit, literally "sit before," or "guard," then we must say *président*. In like manner we treat *athletics, perspiration, penetrate*. A story is told of an American dramatist who complained that he was compelled to rewrite his play in order to eliminate all the words which his leading lady mispronounced.

A popular method of conducting an intelligence test is to rate the pupil on the rapidity and accuracy with which he interprets a printed paragraph. Since more than two-thirds of our vocabulary is directly or indirectly classic in origin, the Latin student will have the advantage not only in this test of intelligence, but in every case when he is called upon to interpret the printed page. The better chance that the Latin pupil has can be illustrated by underlining the words of classic derivation in a few paragraphs selected at random.

The American Classical League has published a pamphlet containing paragraphs from the Declaration of Independence, the Constitution of the United States, Washington's Farewell Address, and Lincoln's Gettysburg Address, which are "part of our national history and good examples of our national language." These extracts, with all words of classic origin printed in italics, "show at a glance the immense importance of the classics in forming our language." The first paragraph of the Preamble of our Constitution, treated in this manner, "reads like a telegram": "People United States form perfect Union. establish justice, insure domestic tranquility, provide common defense, promote general, secure liberty posterity, ordain establish Constitution United States America." A paragraph from *The Saturday Evening Post* of November 15, 1924, treated in like manner, gives much the same result: "There appears to be a very strong and thoughtful public interest in this matter of the immigration of foreigners into America.

For my part, I am glad that it is so, because I have a deep feeling, bred of many years' intimate daily contact with immigrants and immigration, that the right handling of this problem from now on is an affair of vital moment to all Americans."—(*Fewer and Better*, by Henry H. Curran). "The students of English will have a respect for his language when he sees the continuity and development of words which have survived from 2,000 years ago and 2,000 miles from Rome." His knowledge of Latin lends a richer and deeper meaning to the passages he reads. Professor Wilson, instructor in English in Ohio University, says: "Shelley, Keats, Browning, and Tennyson have not only taken classical themes, but they have permeated some of their shorter lyrics with the classical spirit." He also adds that "Landor, Morris, Swinburne constitute a group that rehabilitated the classic life for a modern world." For the high school student to comprehend Spenser's *Faerie Queene* or Tennyson's *Ulysses*, or many other English classics, implies some background of classical training. If he has this background,

"His Latin experience is an arch
wherethrough
Gleams that untravell'd world whose
margin fades
Forever and forever as he moves."

Such well known legends as those of Prometheus, Orpheus and Eurydice, Endymion, Aurora, Cupid and Psyche, and Proserpine are known only at second hand by the student who has had no Latin. How much more does Spenser mean to the senior who is a student of Virgil:

"Those three fatal Sisters, whose sad
hands
Doo weave the direful threds of destiny,
And in their wrath breake off the
vital bands."
(*Daphnida*, IV, 16-18).

What does Wordsworth allude to in the lines,

"Or hear old Triton blow his wreathed
horn."
(*The World Is Too Much With Us*).

Who is

"that grim ferryman that poets
write of,"

referred to by Shakespeare (Richard III, 4, l. 46)?

It has been found that Milton, in forty-eight different passages, alludes to passages in the *Aeneid*. Shakespeare makes twenty-two allusions to the *Aeneid*.*

Figures of speech are much better understood by the pupils who have a background of Latin poetry. The similes in Spenser's *Faerie Queene* do not seem half so difficult when compared with the sonorous similes of Homer or Virgil.

In this age of free verse one welcomes to his class the student of Latin poetry who has already made some technical study of meter and rhythm. Such a student also more readily sees that there is a close relation between the idea and the meter.

In teaching the various types of literature, for example, the technique of the epic, the mock-epic, and the drama, we make a heavy demand on the students of Latin in the class. They thoroughly enjoy the first lesson on the origin of drama, for they are the only members of the class that can be chosen for the parts in the one-page fragment of the early Latin play in Manly's *Pre-Shakespearean Drama*, Vol. I. They can speak and translate the Latin. In studying Milton's *Paradise Lost*, the students of the *Aeneid* will readily see and appreciate the similarity of structure in these two great epics. A pupil who is not familiar with at least one of the great classic epics is unable to appreciate Pope's mock-heroic epic, *The Rape of the Lock*.^{*}

no Latin poetry.

Whatever time we have to devote to grammar in the high school is quite worth while, for now we have a second language, Latin, with which to compare the English procedure. The whole matter of declensions, conjugations, and inflections, stands out clearly in a foreign tongue. Since French and Spanish afford little drill in syntax, we must resort to Latin in our comparisons.

*Furthermore, the very titles of many of our English classics are in Latin. Frequently these are phrases quoted from Latin authors.

*The beauty of our English pastoral poetry is lost on the senior who has read

In written theme work, translations from Latin "quicken the thinking, force a pupil to reason from the particular word to the context, give him a flexible, quick intelligence." In all theme work, a student of a classic language develops a "feeling for word order." He has already become familiar with sentence structure out of the usual order and will more often use it.

The student of Latin is furnished with a historical and social background of many important periods in the history of English literature. In Caesar's own words he reads of the first contact of Roman civilization with Great Britain.

If the study of Latin proves itself so useful to the high school student of English that it increases his vocabulary, teaches him to spell and pronounce English words, helps him to interpret and to appreciate the printed page, teaches him to make fewer grammatical errors, and to write better themes, "such study has justified itself."

LARES AMERICÆ

This is the title of a delightfully human article appearing in the October number of the *Educational*

Review. The author, Guy Linto Diffenbaugh, according to the editor of the *Review*, "studied without permanent injury" in three universities. One charm of the article is the easy, natural style, which is truly scholarly.

"Lares America" is a plea for more time spent by parents with children, less neglect and indifference to what should be their chief duty and pleasure. Dr. Diffenbaugh says, in part:

"Life in these days is complicated; and out of the complexities of the day arises the child—the complex of the complex—not to be relegated to the realm of indifferent thinking. Parents find it difficult to adjust themselves to the new style in children. They are struggling in the depth of doubtful action, between dangerous extremes of severity and leniency, finally ceasing to struggle, and drifting into indifference.

"The Lares, a fine old Roman conception, were the spirits of departed ancestors, who sought the welfare of their descendants. Respectable membership in the Lares America is limited to those who in life were interested in their children, and who in their relationship with them were neither too lenient nor too severe. The prime requisite of all members of this body is the respect of their descendants."